UNIVERSITY OF KENT AT CANTERBURY

MODULE SPECIFICATION TEMPLATE


To use this template, download the file and insert text in the sections provided. You should consult your Department Director of Learning and Teaching when preparing a proposal. Directors of Learning and Teaching are required to sign off proposals before submission to the Faculty Learning and Teaching Committee. Please delete all the sections in italics before submission to the Faculty Officer.

1. The title of the module
   Singing and musicianship (2)

2. The Department which will be responsible for management of the module
   School of Acting

3. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
   H

4. The number of credits which the module represents
   5 Credits

5. Which term(s) the module is to be taught in (or other teaching pattern)
   The module is taught in the autumn term of the second year of training

6. Prerequisite and co-requisite modules
   Singing and musicianship (1)

7. The programmes of study to which the module contributes
   BA (Hons) Professional Acting Top Up degree

8. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
   At the end of this module the student will:
   - Be able to demonstrate solo and ensemble singing in an acting situation
   - Be able to sing in character
   - Be able to perform a range of technically demanding songs using skills learnt

   These specific learning outcomes are designed to develop the individual’s ability to sing in character, both solo and as part of an ensemble and to develop a repertoire of songs for audition.

9. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes
   - Physical skills
   - Safe working practice
   - Creative and imaginative skills

   These learning outcomes develop the individual’s physical and technical skills. Students will also be expected to use their creative and imaginative skills in order to sing in character.
Health and safety is an important part of this module to ensure that the individual is able to support and protect their singing voice in rehearsal and performance.

10 A synopsis of the curriculum

- Technical exercises
- Ensemble singing
- Acting and singing

11 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

In achieving the learning outcomes for this module, students will work with LAMDA tutors in tutor led class work. All classes are practical in support of the vocational nature of this programme of study. There are approximately 27 tutor led class work hours within this module. Many of the classes are taught in small quarter groups and students receive 3 hours of individual singing tutorials. Throughout the module students will also receive 45 minutes of one to one tutorials over three terms, in order to discuss their progress and this tutorial system supports the continuous feedback students receive during class work.

12 Assessment methods and how these relate to testing achievement of the intended learning outcomes

Assessment is continuous and measured against the learning outcomes. Final assessment is awarded at the end of each module and students are awarded a pass or fail grade. The pass/fail grade is based on three assessment points during the module, which take the form of written assessment at the end of each term or section of work as detail in the student handbook. By undertaking this frequency of assessment, staff members are able to provide regular guidance and feedback, to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Assessment takes into consideration, both the student’s commitment and achievement during class and the final presentation of work. Equal weight is given to both the process and the presentation of work. LAMDA considers development through the learning experience to be as valuable as final presentation, as part of the creative experience. By undertaking the frequency of assessment, staff members are able to provide regular guidance and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

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Revised August 2002